

Literacy Learning is rooted in Family and Student Engagement *submitted by Dr. Robin Hooper*

"Kidwatching answers the question, How does what children say and do show us what they know about oral and written language? Kidwatchers talk with children and listen to them speak and read. They ask children to explain what they are doing with language, interview them in an open-ended fashion, and closely observe reading and writing activities."

- Kathryn F. Whitmore
 and
 - Yetta M. Goodman

Look for updates to our Pre-K website coming in January. Teachers will be able to share information about their own class.
<http://rcsdk12.org/prek>

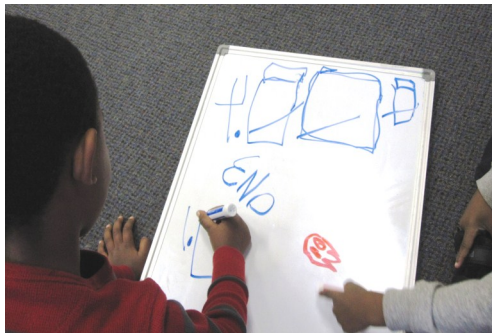
Registration for professional development available online using avatar:

<https://rochesterny.courseinsite.com>

Literacy skills are the foundation for all communication: listening, speaking, reading and writing and by their very nature are meant to be engaging. Young children learn by observing and doing what they see adults and peers doing at home and in the classroom. Teachers, family members and other children provide the language models our prekindergarten students use to practice language and develop skills in fluency, vocabulary and comprehension. We see examples of their learning in the classroom every day as they follow their daily routines.

Students are developing literacy skills when they participate in shared reading and writing activities during the "message board" portion of the day. Regardless of whether students are reading words, pictures, numbers or symbols they are learning that print tells a story or provides factual information. When students sing songs or recite nursery rhymes during transitions or large group times they learn new vocabulary, counting words, the rhythm of language and gain the experience working in a group. During small group times adults lead students in learning activities providing an opportunity for students to practice the new learning in small groups as the adult observes and engages with students. Small group times support literacy through the provision of multiple opportunities to practice new skills in emergent literacy skills including letter/sound identification, phonemic and phonological awareness, and comprehension and vocabulary development. Work time is a time for adults to engage children in conversation while focused on an activity selected by the student.

Essential to the development of communication skills is the motivation of the student to communicate with others and the expectation from adults that the student will communicate to make their needs known and to navigate the classroom. Prekindergarten students are encouraged to use their words to make their needs known, to share feelings, to communicate thoughts, to resolve conflicts and to bring joy to themselves and others through songs and rhymes. Parents can support their children's literacy skills by encouraging them to recite rhymes and sing songs learned in school and by doing this with their children. Parents can provide opportunities for children to practice writing their names and to memorize their full name address and phone number. These skills are important to ensure student safety and readiness for kindergarten.



Writing in Prekindergarten

submitted by Patricia Pitts

The HighScope classroom includes a daily message near the start of the day. As early as November, children may begin writing the message themselves.

CCLS: Domain 4, Part A: 4.e, Part B: Reading Standards for Informational Text, Print Concepts

Nursery Rhymes in Pre-K *submitted by Emily Hasler, # 30 School*

It is no mystery why children delight and respond so positively to nursery rhymes. They are fun, imaginative, and easy to memorize and repeat. Nursery rhymes also have a pretty impressive track record. Rhymes such as Humpty Dumpty are more than 500 years old and still appreciated and used daily in learning and instruction. We all know that nursery rhymes are an important step to reading and understanding language. The High/Scope Curriculum and the NYS Common Core also place a high importance on the use of nursery rhymes to enhance children's awareness of language, literacy and communication.

Nursery rhymes can easily be linked to every area of child development; however communication, language and literacy are the areas in which they really shine. In our classroom we wanted to make sure children were not only enjoying the language and communication of nursery rhymes but also connecting them with text and the written word. We did this by borrowing books from other

classroom teachers and the library. We posted pictures with words and vocabulary that had meaning to the children as a way to encourage further language and communication. We also had the children make a class book with dictations to keep in our reading area.

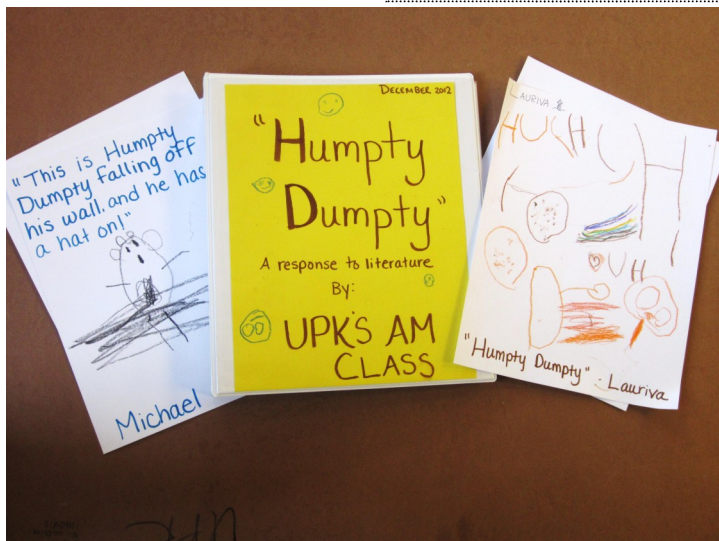
The Prekindergarten Common Core Foundation

and High/Scope Curriculum both highlight what our children experienced, motivation and initiative while using background knowledge to make new connections and observations related to nursery rhymes. We observed children making inferences, asking questions, describing pictures, and using new vocabulary.

I expected children to enjoy acting out the nursery rhymes and engaging in the books. I didn't, however, expect the nursery rhymes to surface as much as they do throughout our daily routine (without prompting)! We look forward to moving towards incorporating higher level rhymes, stories and poems as the year progresses.



Illustrations, words and photos of children acting out Humpty Dumpty help children make connections. CCLS: Domain 4 Communication, Language, and Literacy, Part B: Reading Standards for Literature 1, 2, 3, 4, 5, 7, 10. Responding to Literature 1, Print Concepts 1, 2, 4



Children respond to literature with a classroom book. CCLS: Domain 4, Part B: Writing Standards 1, 2, 3.



Children enjoy taking books outside. CCLS: Domain 4, Part B: Print Concepts 1, 4

Take a Peek at We Are Doing at School # 22, RPPP

submitted by Melissa Anne Asenato

What an exciting place to be! As I look around the classroom, I am noticing all the writing that is beginning to emerge from the children. While holding their writing tool in hand, their creative thoughts begin to appear.

Jaden: Miss Asenato! We have a problem!

Miss Asenato: What's the problem Jaden?

Jaden: It's a mystery! I need to put it on the message board!!

Miss Asenato: Okay! What do you need me to do?

Jaden: I need the marker.

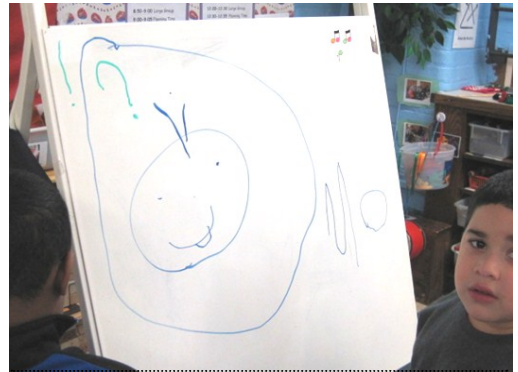
Miss Asenato hands Jaden the green marker. Jaden begins to write the number one, one dot to represent the number and then the mystery symbol.

Jaden: Miss Asenato! I need the blue marker!

Miss Asenato: Why do you need a blue marker?

Jaden: The mystery is the monkey that is missing. He is a blue monkey. I need the blue one.

As Jaden is writing his message on the board, he writes the word NO and puts a circle around his drawing.



Jaden has written his problem on the message board.

CCLS: Domain 4, Domain 4, Part A 4. c, d,e and Part B, Print Concepts 1.

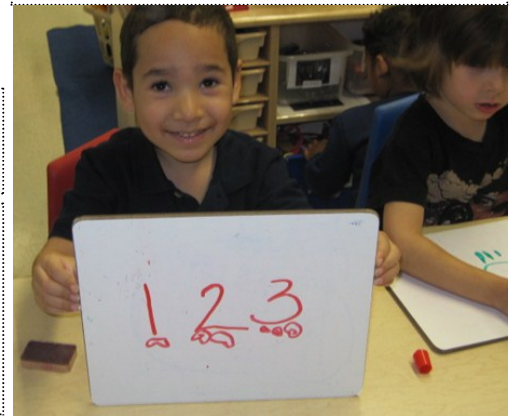


← Randi writing her name on her picture.

CCLS: Domain 4, Part B Print Concepts 1.d

Tito asked Miss Maureen to write the numbers → 1, 2 and 3 for him. He then made dots to represent the numbers.

CCLS: Domain 4, Part A Representing 4. c,d,e and Part B, Print Concepts, 1.f



Introducing Preschool Families to Resources in Their Neighborhood

submitted by Maureen Farrell, RPPP at # 22 School

What an incredible learning experience for both child and adult! The children who attend preschool in the afternoon session of the Rochester Preschool Parent Program at school #22 recently took a walking field trip to the Lincoln Library. This library is a neighborhood library that is located just four blocks from the school. While the children are there, time is spent reading books with the Children's Librarian and then exploration time in the Toy Resource Library which is also housed there. Although this library resides in their neighborhood, some families were not aware that such a great place was so close to home. Parental participation is such a key piece in a successful field trip! Four of the parents who assisted us on this field trip, stopped by the desk to inquire about getting a library card for themselves. Three left with a card that very day and were excited for their next visit.



Proud parents supporting their children's education with new library cards.



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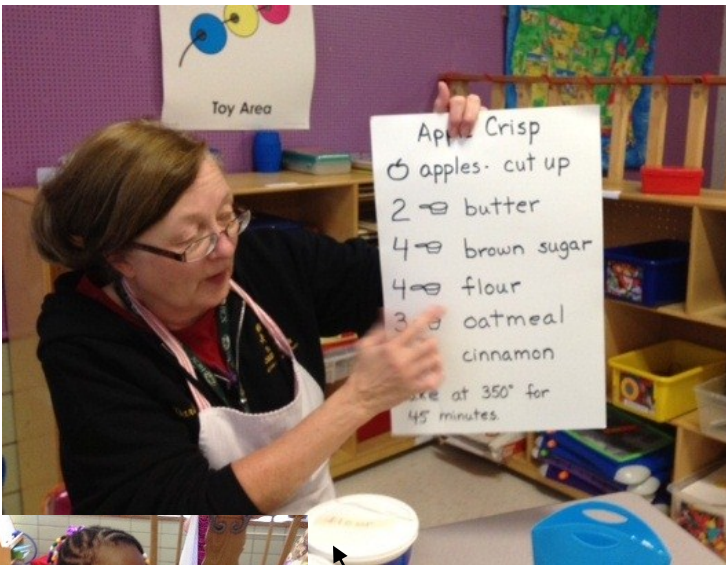


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Cooking Up Some Literacy at Rochester Childfirst Nursery (RCN)

submitted by M'Lou Speranza

In the Firefly UPK classroom at Rochester Childfirst Network, teacher Darlene Rice shares a recipe for apple crisp with the children during Work Time. Using a combination of picture symbols of ingredients (apples), measurement tool, (tablespoon scooper) and number quantity (2, 3, 4), the teachers help children connect literacy to the realistic life skill of following a recipe. Active learning is present as the children take turns scooping, pouring, stirring, and yes, eating the apple crisp! Throughout the activity, the teacher asks questions to engage the children in a discussion about the smell, taste, and texture of the ingredients, as well as draw conclusions about what will happen when they are mixed.



← Darlene helps the children follow the recipe.

← The Children follow the directions as they scoop out the correct number of cups of each item. →

CCLS – Domain 4 Communication, Language, and Literacy, Part A—Approaches to Communication – 1 c.g., 2, 3, 5 6, Part B—English Language Arts and Literacy - 1 a.b.f.

